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ABSTRACT

This report presents an overview of Cleveland's proposed magnet program for facilitating school desegregation and improving educational opportunities for students from diverse ethnic/racial backgrounds. Included are discussions of individual student needs, strategies for improved instruction, possible community impact, the United States Office of Education's definition of magnet programs, Emergency School Aid Act magnet programs, program review and evaluation, implementation, and long range goals. Comments and suggestions made by consultants who reviewed the magnet school program plan and reviews of each of the five magnet school components are included. (EB)

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Proposed Plan For Magnet Schools

Cleveland Public Schools

Section I
Overview of Magnet Program

Submitted to

Federal Judge Frank J. Battisti

June 29, 1979

BEST COPY AVAILABLE

By the

Department of Desegregation Implementation

Margaret Fleming,
Deputy Superintendent

Cleveland Board of Education

Cleveland, Ohio 44114

UD 019891

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PROPOSED PLAN FOR MAGNET SCHOOLS

CLEVELAND PUBLIC SCHOOLS

EDITED BY

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Deputy Superintendent
Desegregation Implementation

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Overview of Magnet Program

Section I

- Satisfaction of Individual Need
- Strategy for Improved Instruction
- Possible Community Impact
- USOE Definition
- ESAA-Funded Magnets
- Elements of Magnet Reports
- Consultant Review of Plans
- R&D Evaluation Findings
- Timeline Overview
- A Long-Range Goal
- Attachments--Consultant Reviews
  - Josephine Koebert--Milwaukee Public Schools
  - Joseph T. Murray--Buffalo Public Schools
  - Priscilla Niedermeyer--Buffalo Public Schools
  - Marily Rosenblatt--Buffalo Public Schools
  - Dennis Gray--Council For Basic Education
  - Jean K. Miller--Montessori Development Foundation
  - Rita Dunn--St. John's College
  - Howard Freedman--New York City Public Schools
- Plan for Magnet School Recruitment

Section II

Each component report generally includes: site description, uniqueness of program, needs assessment, contributions of resource persons or advisory committee, curriculum rationale and description, staffing pattern, learner characteristics, instructional methodologies, pupil assessment procedures, supportive services, parental involvement description, extra-curricular activities, timeline, and pertinent appendices.

- Cleveland Center For Fundamental Elementary Education (1-6)
- Center For Individualized Learning (K-2)
- Early Learning Laboratory (1-5)
- Business Careers Center (11-12)
- Health Careers Center (11-12)

SECTION I

OVERVIEW OF MAGNET PROGRAMS

Magnet schools represent one part of the Cleveland Public School System's overall desegregation plan. It is recognized that magnet schools will not alone fulfill the desegregation mandate in Cleveland, and that additional student assignment plans will be necessary. The magnet schools represent a "plan within a plan."

Our plans for magnet schools are premised on the belief that quality education and integration are inextricably intertwined and that if those schools can provide high-quality education in an integrated setting, then blacks and whites will choose to attend them. Reports in the ERIC file indicate that magnet schools rely on similar kinds of features to attract students: additional instructional resources, opportunity for individualized instruction, greater parental involvement and specialized programs tailored to students' individual talents. The reports also suggest that these schools are successes, and, although these claims may be exaggerated, they do convey an image of hopefulness and enthusiasm which contrasts with the currently depressing context of some integration experiences. The constitutional imperatives to accomplish integration, the existence of some political sentiment against compulsory integration, the national attention being focused on magnet school approaches, and the encouraging reports from many cities across the United States which have magnet school operations all suggest that we may be entering a period when there will be a great proliferation of these schools.[1]

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[1] Rosenbaum, James and Presser, Stefan, "Voluntary Racial Integration in a Magnet School," School Review, Vol. 86, No. 2, pp.156-57.

Satisfaction of Individual Needs

One of the most common distinguishing features of a magnet school is a specialized educational program tailored to students' individual needs and talents. These programs generally channel additional resources and specialized instruction into specific subject matter areas.

Our plan for magnet programs recognizes the need for alternative programs in a large urban district. It seeks to develop diverse offerings to meet a variety of learner needs.

The underlying premise seems to be that integration can best be accomplished by recognizing, emphasizing and developing each individual's strengths. Similarity of interests and goals of students is maximized and their diversity is minimized as they participate in an educational program.

Strategy for Improved Instruction

According to Levine and Campbell,[2] the term "magnet school" increasingly is being used to refer to an important movement for the improvement of instruction in public schools (especially in large cities) and the elimination or reduction of the number of schools in which one race predominates.

These educators cite three principal attributes of magnet schools. They are:

- They have the potential for reducing racial isolation in large school districts that are confronted with legal pressures for desegregation
- A variety of options or alternative forms of education are made available to meet individual needs
- Improvement of instruction is a major goal

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[2]Daniel Levine and Robert Havighurst, The Future of Big-City Schools, McCutchan Publishing Corporation, Berkeley, California, pp. 247-63.

Although magnet schools have been in operation in many U.S. cities for years, Levine--and other authors--believe that the present magnet school movement is distinctive because:

- It aims to serve a much larger clientele than the selective magnet schools of the past in that it includes programs for average-achieving students and for students whose special talents were generally ignored until the recent developments in diversified magnet programming.
- It clearly incorporates social goals involving desegregation and the future of the cities, whereas previously such goals were seldom considered, much less made explicit.

Possible Community Impact

Many authors of articles on the magnet school movement also believe that magnet schools, if coordinated with community planning, may have a major bearing on whether or not the neighborhoods in which these schools are located will continue to deteriorate or become a distinct impetus for urban renewal.

Early reports on magnet school operations in the nation's large cities indicate that magnet schools may play a vital role in the redevelopment of the inner city and in the conservation of racially and economically mixed neighborhoods by offering the superior opportunities for schooling which are needed to retain--and attract--white middle-class families in the central city.

USOE Definition

The court order of May 15, 1979 stipulates that in the development of magnet schools the definition of "magnet school" as given by the U.S. Office of Education shall apply with the exceptions noted therein. Accordingly, this succinct definition is "a school or education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds."

"Special curriculum" is defined by USOE as "a course of study embracing subject matter or a teaching methodology that is not generally offered to students of the same age or grade level, and in the same local educational agency, as the students to whom the special curriculum is offered."

ESAA-Funded Magnets

In order to provide meaningful alternative and special schools (magnets), the school system applied for--and received--ESAA funding to:

- Establish the Cleveland School for Fundamental Elementary Education for 500 pupils, grades 1 - 5
- Plan the Early Learning Laboratory for 300 pupils, ages 4 1/2 to 7 years
- Plan the Center for Individualized Learning for 500 pupils, grades 1 - 6
- Plan a Health Careers Center for 400 students, grades 11 - 12

Through local and state unit funding, a Business Careers Center will be established in September 1979. Initially, it will accommodate 11th and 12th graders in Data Processing and Accounting Computing.

Elements of Magnet Reports

Detailed descriptions of these magnet programs are found in Section II. In general, each magnet program report includes the following:

- Site description
- Uniqueness of program
- Needs assessment
- Contributions of resource persons, advisory committees
- Curriculum rationale, description
- Staffing pattern
- Learner characteristics

- Instructional methodologies
- Pupil assessment procedures
- Supportive services
- Parental involvement description
- Extra-curricular activities
- Timeline
- Pertinent appendices

Consultant Review of Plans

In accordance with the Federal District Court's order of May 15, 1979, each magnet program plan has been reviewed by at least two outside experts (consultants) primarily regarding the preparation, efficacy, and quality of the educational program.

The Fundamental Education Program was reviewed by Dr. Joseph Murray (associate superintendent), Ms. Marilyn Rosenblatt (director of curriculum) and Ms. Priscilla Niedermyre, (principal of the Buffalo Fundamental Center) Buffalo Public School; Mr. Dennis Gray, Council for Basic Education, Washington, D.C.; and Ms. Josephine Koebert (magnet school principal and former assistant administrative specialist), Milwaukee Public Schools.

The plan for the Early Learning Laboratory was reviewed by Ms. Jean Miller (executive director), Montessori Development Foundation, Cleveland Heights; Mr. Timothy Souers (Montessori coordinator), Milwaukee Public Schools; Dr. Murray, Ms. Rosenblatt, and Ms. Niedermyre, Buffalo Public Schools; and Ms. Koebert, Milwaukee Public Schools.

The plan for the Individualized Learning Center was reviewed by Dr. Rita Dunn (professor, Department of Curriculum and Teaching, Saint John University, Jamaica, New York; Dr. Murray, Ms. Rosenblatt, and Ms. Niedermyre, Buffalo Public Schools; and Ms. Koebert, Milwaukee Public Schools.

The Data Processing Program and Health Vocational Center plans were reviewed by Dr. Howard Freedman (vocational education curriculum specialist), New York City Public Schools; Dr. Murray, Ms. Rosenblatt and Ms. Niedermyre, Buffalo Public Schools; and Ms. Koebert, Milwaukee Public Schools.

The input and reactions of these experts has been--or is being--incorporated into the various magnet school plans. Comments and communications of these consultants are found in Attachment A of this overview.

R & D Evaluation Findings

In addition, each magnet program has been evaluated by evaluators from the school system's Division of Research and Development, according to the evaluation design of each program's proposal. A program review team approach has been used. The evaluative findings will be reviewed by the magnet program heads and suggestions to strengthen the educational programs will be incorporated into them.

Timeline Overview

The ESAA funded elementary magnet schools and the Business Careers Center will be operable in September, 1979. The Health Careers Center will open in September 1980.

A proposal has been submitted to ESAA for funding for planning two additional magnet programs during the 1979-80 school year (to be implemented in the 1980-81 school year). They are the Performing Arts/Ethnic Studies/Language Arts and Magnet Science High School educational programs.

Planning for an Honors/Gifted and Talented magnet center will be undertaken during the 1979-80 school year for opening in the 1980-81 school year. Other magnets will also be planned to meet specific needs of a diverse student body. An overview follows.

Magnet Schools Operational in and Planned for the Cleveland Public Schools

1978-79	1979-80	1980-81
Fundamental Elementary School Grades 1 - 5 (Operation)	Fundamental Elementary School Grades 1 - 6 (Operation)	Fundamental Elementary and Middle Schools Grades 1 - 5, 6 - 8 (Operation)
	Fundamental Middle School Grades 6 - 8 (Planning)	
Early Learning Laboratory Grades K - 2 (Planning)	Early Learning Laboratory Grades K - 2 (Operation)	Early Learning Laboratory Grades K - 3 (Operation)
Individualized Learning Center Grades 1 - 5 (Planning)	Individualized Learning Center Grades 1 - 5 (Operation) and Individualized Middle School Grades 6 - 8 (Planning)	Individualized Learning Center Grades 1 - 5 (Operation) and Individualized Middle School Grades 6 - 8 (Operation)
Aviation High School Grades 9 - 12 (Operation)	Aviation High School Grades 9 - 12 (Operation)	Aviation High School Grades 9 - 12 (Operation)
Max S. Hayes Vocational H.S. Grades 9 - 12 (Operation)	Max S. Hayes Vocation H.S. Grades 9 - 12 (Operation)	Max S. Hayes Vocational H.S. Grades 9 - 12 (Operation)
Washington Park Horticulture Center, Grades 11 - 12 (Operation)	Washington Park Horticulture Center, Grades 11 - 12 (Operation)	Washington Park Horticulture Center, Grades 11 - 12 (Operation)
Jane Addams Vocational H.S. and Data Processing Center Grades 9 - 12 (Planning and Operation)	Magnet Business School Grades 10 - 12 (Operation)	Magnet Business School Grades 10 - 12 (Operation)
	Academically Talented Magnet School(s), Grades 2 - 12 (Recommended Planning and Operation)	Academically Talented Magnet School(s) Grades 2 - 12 (Recommended Operation)
	Arts, Foreign Language and Cultural Heritage Magnet School, Grades 9 - 12 (Recommended Planning and Operation)	Arts, Foreign Language and Cultural Heritage Magnet School, Grades 9 - 12 (Recommended Operation)
Health Services Magnet School, Grades 11 - 12 (Planning)	Health Services Magnet School Grades 11 - 12 (Planning)	Health Services Magnet School, Grades 11 - 12 (Operation)
	Magnet Center H.S. of Science Grades 9 - 12 (Planning)	Magnet Center H.S.of Science Grades 9 - 12 (Operation)

The restructuring of the grades (Kindergarten through five, six through eight and nine through twelve) is considered to be a critical aspect of the school system's educational renewal and integration policies. Court approval is being sought for this reorganization. In this new organization pattern, each structural unit, elementary, middle and senior, will concentrate on the physical, social and intellectual needs of the age groups it serves. Within each of the structural units, individual schools or groups of schools will offer alternative learning styles or programmatic choices designed to accomodate the individual needs and desires of the students.

It is anticipated that four middle schools--including a Fundamental and an Individualized school--will be piloted in the 1980-81 school year. The major subject matter supervisors have prepared preliminary curriculum plans for the middle school grades and these plans will be modified and updated. (These curriculum "working papers" are on file in the Department of Desegregation Implementation.)

A Long Range Goal

Development of integrated school programs to fulfill the letter and spirit of our court mandates remains the primary goal for the efforts of the Department of Desegregation Implementation. Inherent in these efforts are the reform and renewal of the educational enterprise in Cleveland.

As equal educational opportunity becomes a reality, the system must be transformed into a responsive organization serving diverse student populations in an urban setting. The process in integrated schools should recognize and prize diversity, develop understanding of other cultural patterns, foster respect for individuals of all cultures and provide for positive and productive interaction among persons of diverse cultural groups. With deliberate action, our efforts must foster motivation, self-esteem and morale of

all the partners in the educational process. These directions are mandatory for public education.

To Cleveland, the renewed and reformed system must offer alternative educational programs which meet diverse needs of its clientele. The magnet schools provide such alternatives.

ATTACHMENT A

The comments and suggestions of the consultants who reviewed the magnet school plans follow.

The evaluations of Mrs. Josephine Koebert of the Milwaukee Public Schools and Dr. Joseph Murray, Mrs. Priscilla Niedermyre, and Mrs. Marilyn Rosenblatt of the Buffalo Public Schools are concerned with a general examination of the magnet school program.

Following this overview are reviews of the specific magnets:

- Fundamental Elementary School--Mr. Dennis Gray
- Early Learning Laboratory--Ms. Jean K. Miller
- Individualized Learning Center--Dr. Rita Dunn
- Health Careers Center--Dr. Howard Friedman
- Business Careers Center--Dr. Howard Friedman

ATTACHMENT A

MEMORANDUM

June 22, 1979

To: Dr. Margaret Fleming, deputy superintendent
Department of Desegregation Implementation
Cleveland Public Schools

From: Josephine Koebert
Milwaukee Public Schools

Evaluation of
the Magnet School Plan

The magnet school concept has proved to be very effective in the desegregation of the Milwaukee Public Schools, and the plan being submitted by the defendants at this time has that same potential. The tremendous parental response to the opening of the Fundamental Elementary School (over 3,000 applicants for 500 seats) is indicative of the appeal to Cleveland citizens of unique educational opportunities. I have read the individual school proposals and met with those persons who have been charged with the task of developing the specific plans.

The sites chosen for the three elementary schools are in central locations which are non-threatening and easily accessible to all students. The Fundamental Elementary School has been housed in a building which children from many schools have already visited for academic enrichment purposes. The site for the Center for Individualized Learning is equally well chosen in that the building is centrally located, not identifiable with one ethnic group and constructed in a style which lends itself to the team teaching necessary to the program. There is an open area which is ideal for the resource center and pairs of rooms with moveable walls for large or small groupings. The Early Learning Laboratory is equally well placed as proposed.

The two secondary components are partially based on transferring ethnically isolated but identical study courses to a central location to achieve racial balance. The Health Careers Center will have a new building which should be of benefit to recruitment. The Business Careers Center, however, is to be placed as a "school within a school" in a high school which is identifiably Black at this time. The planners are well aware of this problem but must follow the location directive approved by the School Board. I feel it would be wise to move some of the other programs into different locations where they will enhance racial balance or to locate the Business Careers Center in a more ethnically neutral site. The experience of other urban areas including Milwaukee has been

that integrating a school which is predominantly Black by enticing White volunteers is virtually impossible no matter how fine the program may be. The Business Careers Center is the only proposal that is faced with that problem in the submitted plan. If the School Board moves quickly and removes some of the other programs housed in this facility, this could be a temporary problem.

The uniqueness of each proposed magnet school is well identified in the specific plans. Each is educationally sound and has proved effective in bringing about voluntary integration in other urban areas. The planners have met with groups of parents and have consulted with experts in the respective program specialty areas, curriculum has been identified and developed for each magnet school, and inservice planned for staff in both academic and human relations areas. The desire for educational choices has proved to be very strong in urban areas throughout the country and counteracts the fear of moving out of the immediate neighborhood school. Three thousand Cleveland parents have already demonstrated their interest in magnets by applying for the Fundamental Elementary School.

The magnet school proposal is, I understand, a "plan within a plan" and will not alone fulfill the desegregation mandate of the court. However, as these schools prove to be effective in bringing about integration, and the experience in other cities indicates that they will, the plan can and should be expanded so that as many children as possible are transported for educationally sound incentives rather than desegregation alone. Of course, even with the expansion of the magnet school concept there will be a need for an additional student assignment process which brings about racial balance.

The formation of magnet schools means that some buildings will no longer be open to neighborhood children exclusively and this brings about demonstrations, white flight threats and hostility from citizens in the immediate area. This has proven to subside if the School Board remains firm in their commitment to the concept, thus giving the magnet school staff the opportunity to become a viable alternative to the neighborhood school. Since the students for these programs will be recruited from all areas of the city, the plan should not interfere with the larger student transfer plan. This is substantiated by the fact that the Fundamental Elementary School has enrolled students from 97 different schools within the district.

In my opinion, the Magnet School Proposal being submitted to the court will bring about desegregation of the schools named, with the exception of the Business Careers Center. It is educationally sound and has been well prepared. This plan should be the beginning of some exciting changes in the school system and should generate parental enthusiasm and support.

Josephine Koebert

Josephine Koebert

Formerly, Assistant Administrative Specialist for Milwaukee Public Schools

In this capacity, I was involved in the formation and implementation of the highly successful Milwaukee desegregation plan.

Presently, Principal of Elm School, one of the magnet schools in Milwaukee

Served as consultant on magnet schools for State of Indiana, Department of Public Instruction.

JK/svf

ATTACHMENT A

BOARD OF EDUCATION
City Hall
Buffalo, New York – 14202

JOSEPH T. MURRAY
Associate Superintendent
for Instructional Services

EUGENE T. REVILLE
Superintendent of Schools

June 25, 1979

Dr. Margaret Fleming
Deputy Superintendent,
Desegregation Implementation
Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114

Dear Dr. Fleming:

We were very impressed with the Cleveland School District's positive attitude toward the desegregation process and the opportunities it has afforded in rebuilding faith in the educational process. The staff persons we met with personify the enthusiastic attitude critical to designing quality programs.

The schools and sites selected seemed most appropriate to the types of programs they will house. As to your selection of programs, they have already in other parts of the country demonstrated their ability to attract diverse racial and ethnic groups.

Upon reviewing the magnet school abstracts we are suggesting a format change that allows a non-educator (layman) to understand the unique characteristics of each of your proposed magnet schools. This format utilizes an outline form and should contain only the information that explains the school and how it differs from others in the city.

In describing program, avoid any comparison among schools. Magnets are not better than other schools, rather, they have concentrated an educational alternative in one site. Classes of similar types exist everywhere, but not total schools.

There are several items that concern us that are seemingly prevalent in all three designs. In particular, evidence of the lack of teacher input in designing programs and in selecting materials. We feel that the use of the same material in new programs will inhibit and is counterindicative to changing teaching styles. Also, the use of the same evaluation design could result in comparisons among schools which you might prefer to avoid. A different teaching style in each site necessitates an evaluation design complementary to the instructional program.

Further, unique curriculum approaches mandate expansion and development beyond the parameters set by the City curriculum, and you should encourage the staff to move in this direction. More staff input is truly desirable. Also, magnet schools should use a more creative approach to student reporting and certainly involve parents in conferences on a more frequent basis.

Individually we have several concerns about each of the schools:

Fundamental School - Routines are now established and it is time to expand into a more creative approach to curriculum using the unique resources within the building, e.g., open space, space theaters, building facades, park areas, etc.

Center for Individualized Learning - We strongly recommend that the staff only attempt to individualize one content area the first year and that they investigate employing a management program to assist.

Early Learning Laboratory - We feel there may be difficulty in adapting the City Language Arts program to fit the Montessorian Model and that possibly they should investigate using a language experience approach at early stages.

Enclosed are sample formats for each of the magnet schools. We hope that they will assist you in pointing out the unique differences amongst the schools.

The three programs you have selected are diverse and should attract persons of all racial and ethnic groups. Also, the instructional programs will provide quality education at the end of the bus ride. These characteristics should result in a very equitable, integrated, and academically sound program.

If furtner assistance or explanation is necessary, please contact us.

Joseph T. Murray - (716) 842-2362
Priscilla Niedermeyer - (716) 837-7576
Marilyn Rosenblat - (716) 885-7131

Sincerely,

Joseph T. Murray
Associate Superintendent
Instructional Services

Priscilla Niedermeyer
Principal, Campus East

Marilyn Rosenblat
Director of Curriculum

enclosures (3)
MR/lma

COUNCIL FOR BASIC EDUCATION
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MEMORANDUM June 19, 1979

TO: Dr. Margaret Fleming
Deputy Superintendent for
Desegregation Implementation
Cleveland Public Schools

FROM: Dennis Gray
Associate Director

RE: Evaluation of Plan for Fundamental Elementary School

INTRODUCTION

I was asked to come to Cleveland on June 13, 1979, to evaluate a plan being written for establishing the Cleveland School for Fundamental Education, which is intended to be one magnet school in a comprehensive, court-ordered desegregation plan for the Cleveland Public Schools. I'm sorry that you were out of town on June 13 and that we were not able to talk, but I want to tell you that I found Barbara Chambers of your office and Dorothy Middleton, the principal of the new fundamental school, to be extremely helpful and cooperative. They supplied me with all of the information I requested to evaluate the plan.

It is worth taking time at the beginning of this report, I think, to explain exactly what I want to do here, since the situation on June 13 was not ideal. I will evaluate only that part of the Cleveland desegregation plan which has to do with the fundamental elementary school. My responsibility is to comment on the "efficacy, quality, and preparation of the plan" for the school. (The quoted phrase comes from Judge Battisti's order C73-1300, dated May 15, 1979.) I will make no comment on the desegregation aspects of your plan, but I will evaluate the educational character and quality of your plan for a fundamental school--what Judge Battisti calls the "educational uniqueness" of the planned program.

It is also important to keep in mind the situation I encountered on June 13: the fundamental school is already in existence; it is therefore more than a plan. On the other hand, the written document that constitutes the plan I am to evaluate was in an

early draft form; in other words, it was not yet close to the completed plan that you would submit to the judge had I never been asked to give my advice. This means that the plan I am evaluating in this memorandum is really an amalgam of what I learned about a school already in being, what I gleaned from an early draft of a plan, and finally what I gathered from conversations with people who are currently helping to formulate the final version of the plan. This memorandum should not be construed as an evaluation of the school as it now operates, since I had no opportunity during my one-day stay to inspect the physical plant, visit classes, interview teachers, student, and parents, or review the curriculum in detail.

I hope I have clarified the context in which my following remarks are set.

SUMMARY COMMENT

It is my judgment that the plan for the Cleveland School for Fundamental Elementary Education marks a significant departure from traditional teaching and learning in the Cleveland district and promises to be an attractive alternative to the rest of the elementary schools in the system. The plan does not represent the fullest flowering of fundamental education as defined by me and the Council for Basic Education, but it offers a unique approach to elementary schooling that is entirely consistent with the tenets of fundamental schools around the country. There is no hard and fast definition of fundamental schools; they are typically variations on several main themes. In this sense, your plan fully qualifies.

The document drafted and available on June 13, however, was not a satisfactory statement of the actual intentions of the district. It lacked specificity and emphasis in its description of those attributes of fundamental schooling that will characterize the Cleveland school and will presumably be the source of its "magnetism." This criticism is directed at the draft I received on June 13, not at the ideas I discussed with Chambers and Middleton. As you may know, some of my time on June 13 was devoted to making suggestions on how to improve the accuracy of the written report in its depiction of the district's plan. Parts of this memorandum will repeat the earlier conversation. In general, I argue for stating unequivocally what will be the hallmarks of the fundamental school and how the school will differ from the regular neighborhood schools.

PLANNING

The plan for the Cleveland Fundamental School seems to have been developed in a greater rush than is appropriate for such a process. A major casualty of the haste has been parent participation--normally an important feature of fundamental schools. The rise of fundamental schools in recent years can be attributed more to grass-roots movements among parents than to leadership from school administrators or the courts. The general observation does not apply in your situation, of course, but you should be aware that a grass-roots initiative produces a wholesome degree of parental activity that is needed for the success of dress codes, homework policies, disciplinary regulations and the other special features of a fundamental school. My advice, therefore, is to do all you can to include parents and other interested citizens in all of the planning for your magnet schools, but in particular for any future planning for the fundamental school.

DRESS CODE

A chief characteristic of the planned fundamental school is the dress code for students and for the staff. A dress code is not essential to fundamental schooling, in my opinion, but it can be an important symbol to students, parents, and others that a school intends to be different. For this reason, a dress code for the Cleveland Fundamental School is probably a good idea. It will be important to publish the rationale of the dress code, as well as the code itself, for everyone concerned, and it will be important to enforce the code uniformly. Since the significance of the code is its symbolic value and since the symbol is so visible, any lapses in enforcement may be interpreted as signs of weakening commitment to fundamental education and are likely to produce dissension. The principal explained the rationale satisfactorily to me, but I noted that an explanation did not appear in the draft plan.

HOMEWORK

Another characteristic of the Cleveland Fundamental School will be the policy on homework. I applaud the idea, but I urge that the plan clearly explain the rationale for the homework policy. In addition, parents need to know exactly what is to be expected in the way of homework assignments and what will be expected of them in the way of home support. This sort of information will be particularly important during the first two

or three years of operation for at least two reasons. First, students and parents are likely to have had quite different homework policies in their previous schools--perhaps no homework at all. Second, some parents may benefit from specific guidance on the need for a quiet place to study, well-lighted and free of the distractions of TV, radio, and telephone calls.

In the same way, the plan should spell out the homework policy for the benefit of teachers. How much homework should be assigned? In what form? How will it be checked? By whom? How recorded? How weighted in giving grades? Will it be returned to students? Why?

PARENT COMMITMENT CONTRACT

The contract is a good idea; it works well in many fundamental schools and is, as you know, one of the principal features of the Reverend Jesse Jackson's PUSH for Excellence in the Schools. You might wish to take a page from his book and consider having contracts for students and teachers as well. The contracts serve to bolster morale and to remind the signers and others of their joint promises to pursue a certain kind of educational program. While the younger primary students, who are beginning readers and writers, may not be able to affirm their educational purposes in writing, they can do so orally.

CURRICULUM AND PROMOTION POLICIES

I understand that the curriculum of the fundamental school is essentially the same as that of the regular neighborhood schools in Cleveland and that the promotion standards which are set for the entire school district will apply in the fundamental school. I recommend that your plan include a provision for the long-term evolution of a curriculum that more fully expresses the academic emphasis you wish to have in the school and that promotion standards gradually change to make academic achievement the basis for decisions to promote students to higher grades. The short time of my visit may have left me poorly informed on this issue, but if you plan eventual changes in the curriculum and in promotion standards, you should report this intention explicitly and develop a timetable for moving in that direction.

An important strength of the plan is that the curriculum of the school will not be as comprehensive as the array of subjects usually offered in regular schools. There will be pressures from the public and from educators to cram more into the program.

Declare your determination to resist the pressure. The principal and staff will need whatever maneuvering room the reduced curriculum allows to find ways to stress the basic skills of reading, writing, and mathematics. This will be a difficult task, because the proliferation of demands on the schools in the last twenty years has accustomed teachers to dilettantish instruction. Add to the planned curriculum only when satisfied that your commitment to mastery of basic skills has been converted to proven practice.

STAFFING

One area in the plan for the new school which concerns me is the matter of faculty personnel. According to the principal, 66 candidates applied for 20 positions on the faculty. After a preliminary screening and classification by the district personnel office, the principal interviewed 24 applicants for an average of 15 minutes apiece. In effect, she rejected four of the applicants in favor of the remaining 20, who are now members of the staff. On June 13, indications were that all 20 of those teachers wish to stay with the school next year. The principal explained that she, like other principals in the Cleveland district, has no authority to dismiss teachers but that she may "counsel" teachers on the advisability of seeking transfers. I believe that the principal's authority over faculty selection and retention is especially necessary in the case of a magnet fundamental school. Both its magnetism and its fundamentalism are vulnerable to teachers who turn out to be ill-suited to the job. Since the school is special by definition, I recommend that you explore ways to strengthen personnel policies that enhance the uniqueness of the school.

IN-SERVICE TRAINING

The principal was permitted to gather the staff a week before classes began in February; I understand that the norm is merely one day before the start of classes. I recommend that your plan include ample provisions for continuing this practice of an early start for in-service training and that in-service training be given high priority in the fundamental school. It will be needed for all the reasons I have explained elsewhere, but I can cite another situation that illustrates the unusual problems of establishing a special-purpose magnet school. The plan calls for emphasis on writing skills. Writing is in a shabby state of disrepair almost everywhere in the public schools. Correcting that deficiency in the fundamental school will take much more

time and ingenuity than a few one-hour sessions with local language arts consultants. Step number one is to help teachers become confident, skillful writers themselves. The San Francisco Bay Area Writing Project, directed by James Gray at the University of California (Berkeley) School of Education, has shown the way. Next, the principal and the faculty should overhaul the curriculum, making writing (including drafting, rewriting, and editing) part of all instruction every week. Nothing short of this level of effort is likely to produce genuine reform and improvement.

EVALUATION

The plan should specify how you intend to judge whether the fundamental school is working satisfactorily. Parents and other citizens should have advisory responsibility in defining the criteria of effectiveness.

I assume that the two principal benchmarks should be academic achievement in the basic skills and racial balance in the school's population.

You may wish to consider the following additional criteria:

a. Incidence of crime and vandalism;
b. Expulsions and suspensions of students;
c. Illness and absenteeism among students and faculty;
d. Satisfaction of parents, students, teachers, and administrators;
e. Cost per pupil.

I recognize that such measures may mean having to acquire new data or may risk the discovery of unfavorable or confusing findings.

I believe, however, that information of this sort, comparable to information on regular neighborhood schools, will enable the district not only to judge the effectiveness of the fundamental school but also to decide whether to offer other magnet options.

At the heart of school evaluation is the duty of the district to inform its various publics of the results of educational programs and to discover what needs to be done to improve children's learning. The plan should address this obligation.

Finally, the plan should include provisions for evaluation by outsiders. Obviously, you have already used me and other consultants for preliminary evaluations of the plan itself, but you should also be thinking ahead to the use of consultants

after you have gathered data on the effectiveness of the school. Another option would be to work with Ohio graduate programs for teachers and school administrators with the aim of having dissertations based on studies of the school.

PUBLIC RELATIONS

Plans for the new fundamental school (or for any new magnet school) should have been the subject of an extraordinary public relations effort on the part of the school district. This would have served two purposes. First, the district should have ensured that all parents of school children were fully aware of the existence of a new optional school and the characteristics which distinguish it from the regular schools. Second, widespread knowledge of fundamental schooling would have helped to minimize the number of applications for the "wrong" reasons, that is, for reasons having to do more with dissatisfaction with the neighborhood schools than attraction to the fundamental school. On this latter point, a recent study done at the University of Houston showed that new fundamental schools can expect some wide divergence between teachers and parents on philosophy and goals at the outset. Naturally, these are likely to produce misunderstanding and friction in the early years of a school. The plan for your fundamental school will benefit from taking into account these probable developments.

I infer from my talks with the principal that the burden of the public information effort fell to her. If that judgment is correct, I recommend that a district-level office be given primary responsibility for conveying information to the general public and for arranging news and feature stories. That office should also assist the principal to produce and distribute information to the parents of students in the school.

Both the public relations campaign and the in-service training program for the staff should keep reminding all the constituents of the school of its special educational characteristics. Teachers, especially veterans like those in your new fundamental school, bring with them the baggage of their prior experience. This means that they are likely to have to change ingrained behaviors in order to capture the spirit of fundamental schooling. Such changes do not occur easily and certainly not automatically simply as a result of a declared commitment to fundamental education. Your plan, therefore, should be sensitive to the difficulty and complexity of substituting new ways for old.

STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE

The Parent Commitment Contract requires parents to "support the school administration in enforcement of all school regulations established to insure safety and order." Further, parents are asked to acknowledge "that actions which impede the proper functioning of this school...will be dealt with" individually.

In response to my queries about the details of the rules and procedures, the principal elaborated at some length. Certainly the students and their families have a right to this information so that there will be as little confusion as possible, but teachers too need to have written policies if they are going to enforce disciplinary standards uniformly and consistently. The unwritten policy that was explained to me seemed acceptable, with one important exception. I recommend that the writing of paragraphs or short essays never be used as punishment. It is inappropriate in any school setting to assign writing tasks as a means of correcting misbehavior, but I judge it to be particularly ill-placed in a fundamental school that affirms the importance of writing throughout the curriculum.

I understand that there is a proposed handbook now being compiled which will make specific and explicit many of the policies which I am suggesting in this memorandum need to be well understood by all concerned. That document will be an important adjunct to the plan and of course is essential to the efficient operation of the school.

CONCLUSION

The Cleveland School for Fundamental Elementary Education is a well-conceived example of basic education. Both the design of the school and the explanation of it to the public and to the court can be clarified and strengthened by following the recommendations discussed in this memorandum. My visit to Cleveland and my talks with your people convince me that the commitment of the district to basic education in the fundamental school is real. That spirit augurs well for the children of the city.

DG/srb

ATTACHMENT A

MONTESSORI DEVELOPMENT FOUNDATION

2140 LEE ROAD
CLEVELAND HEIGHTS, OHIO 44118
371-1166

June 18, 1979

Mrs. Emma Benning, Principal
Early Learning Laboratory
Cleveland Public Schools
Cleveland, Ohio

Dear Mrs. Benning:

I have reviewed the prospectus on the Early Learning Laboratory for the Cleveland Public Schools and have found it to be a well thought out description for a magnet school. The plan for implementation appears to be the best possible that could be devised in the given circumstances.

As a Montessorian, I am delighted to see that Montessori ideas and techniques will be incorporated in the Early Learning Laboratory. Although the situation in the United States has been changing during the past few years, Montessori is still primarily available only to children whose families can afford private schooling. I am pleased to see Montessori beginning to change from the private sector to the public here in Cleveland. I say beginning because I realize that circumstances will not permit you to incorporate Montessori in all its fullness.

As you know, becoming a Montessori teacher is a time consuming process that takes a great deal of work and energy on the part of the person being trained. It doesn't happen overnight or even over a summer because, as a teaching style, Montessori is a complex, unified 'whole'. In order to obtain a view of the 'wholeness' and to understand the interrelatedness of the parts, we expect people in training to totally immerse themselves in the study of Montessori for a minimum of one academic school year. Since it is impossible for you to hire a full staff of trained Montessorians for the Early Learning Laboratlry, it seems that you have set up a program of pre-service and in-service training that will help the teachers involved incorporate more and more of the Montessori method into their repetoire. Over a period of several years I would expect to see the Early Learning Laboratory evolve a unique teaching style that may serve as a model in its own right for other schools. I have been very impressed with the curriculum writers involved with the project, the teachers under consideration for selection and the supporting staff that will be an on-going part of the school. I am pleased to have been invited to be a part of this project and will do my utmost to help its success.

Sincerely yours,

Jean K. Miller

Jean K. Miller,
Executive Director

ATTACHMENT A

June 4, 1979

To: Mr. Charles Calovini

From: Ms. Rita Dunn

Dear Chuck:

Attached is the edited, and at times altered, proposal that you intend to submit to the court. It would have been difficult to make any substantial changes because of the time requirement, however I would suggest that it needs either a stronger introduction that kind of ties together the many ideas that you do have or perhaps a strong need for the program. I am going to dictate, if I may, just some suggested paragraphs that you might be willing to incorporate so that it appears that you have a single substantive focus based on learning styles in responding to individual students and then use all of your other components as a support system for that one initial phenomenon. I think I would say something in terms of the need for individual diagnosis and the development of related prescriptions for individual student, something like this:

(selected paragraphs incorporated into document)

This is partially off the top of my head so I think you will have to have someone type it out for you, transcribe it, and then read it over to be sure there are appropriate periods, capitals, commas, that sort of thing, but I think you need something like that to tie your proposal together and to demonstrate how each of the parts kind of tie in.

I think that what I have suggested provides a fairly strong need, or perhaps a stronger introduction, but I think it ties it together. I would do it that way. Of course, you are free to alter it as you like. Part of the difference of course, is writing style, or an overview of the whole concept, but I like what you have. I was very excited when I read it because I see all the things I believe in being able to be adopted and utilized. As I tried to explain to you on the phone, I feel as if we shouldn't let the teachers start in any of the old ways. We ought to design the rooms perfectly before the children ever get there and let the teachers get used to working that way. They will make changes and they will make adaptations to suit themselves, but we should begin correctly. It would be a very good idea to also have parents in and talk with them, and explain what we're doing. I know that you are eliciting their support through that contract or agreement that you have included in your material, but it is difficult to support something that you don't understand, and I expect that your program will be received with far greater enthusiasm if parents met with us and we explained what we are doing and got them involved, and got them to make materials, etc., and of course the aides are just marvelous component.

So I guess basically this is it, go ahead and submit. Certainly I approve and I certainly can work within it. I feel as if I would like to move in and live with you people for two or three months so that it really is perfect, but we will work together and we will do the very best possible. I hope this has been a help and I suppose we'll be in contact before I come out that Sunday night in July, but at any rate I look forward to seeing you.

PROGRAM REVIEW

HEALTH CAREERS CENTER

June 14-15-16, 1979

Program Review by
HOWARD FRIEDMAN
Consultant to The Cleveland Public Schools

Based on informal discussions, review of staff meetings, observations, business and community surveys, and interviews with administrative staff, an overview of the planning for a Health Careers Magnet Center was obtained.

Emergency School Aid Act funding provided a three-member team consisting of Mr. Robert Black, Mrs. Mildred Bell, and Miss Helen Schroeder, who are currently developing strategies for a Health Careers Center. Because of changes in instructional and curriculum design and architectural changes, delays in program implementation have resulted. Currently planned for this facility are training in the areas of medical laboratory assisting, nursing assistant, recreational therapy, surgical assistant, diversified cooperative health occupations, optical laboratory technician, and the post-secondary programs of dental assisting and licensed practical nursing. Although it was originally planned that these programs might be offered on a part-time, or pull-out basis, recent judicial rulings have indicated that all programs will be on a full-time basis. Information appears to be gathered through community surveys and a survey underway involving the business and industry areas.

A review of architectural plans and projected changes indicate a two-story building with a partial underground garage. The necessity to provide space for student feeding, a library center, and gymnasium may very well limit broad-based program offerings and additional innovated practices which have been discussed.

Obervation of the physical site, where partial construction is underway, indicated a residential/industrial community, well-populated, although with

limited transportation access to post-secondary and other additional resources. The Department of Commerce/Economic Development funding guidelines foster construction at a rapid pace with completion within a limited time period. This should be of assistance in completing implementation on a time schedule conducive to usage.

A review of program materials indicates that the projected growth for occupations with the health areas are projected at a rate in excess of 50 percent or more in most categories. The very rapid growth in areas including dental assisting, dental hygiene, practical nursing, as well as the large number of openings projected in this area, should permit career ladder opportunities for students involved in several of the entry-level positions that are being developed.

Developmental work to define curriculum areas consonant with job availability and the needs and interests of students, has been well defined by program staff. The programmatic orientation, considering the achievement levels of students, the need for job readiness and attitudinal awareness, has been highlighted and planning is underway to achieve these results.

The industry survey has highlighted many of the hospital affiliations and other health related organizations which will be of assistance in future program development as well as student placement. Initial responses, as of this date at the 50 percent level, will provide insight into additional recruitment needs. Staff is very much looking forward to this input.

RECOMMENDATIONS

Planning

1.1 A survey of employers should include representatives of post-secondary, labor, and teachers currently involved in health career training. Specific employees in various occupational titles should also be surveyed.

1.2 Investigate transportation patterns between the Health Careers Center site and the Community College clinical experience sites and other post-secondary agencies.

1.3 Review health careers models which have been developed in other cities for instructional implementation strategies, recruitment techniques, development of clinical experiences, and job development.

1.4 Review curriculum developed by other city and state agencies including the National Center at Ohio State University.

1.5 Begin developing a resource center including commercially prepared materials and audio visual presentations.

1.6 Involve more participation of local instructional staff and advisory personnel in the planning process.

1.7 Follow up on industry survey to enhance number of responses and insure accurate results.

Staff Development

2.1 Initiate meetings with current health careers staff within the comprehensive high schools to provide input into planning, curriculum development, student needs, and physical design.

2.2 Form a steering committee to provide an ongoing communication network with all of the schools.

2.3 Provide visitation procedures for staff to Community College, four-year institutions, health related and hospital facilities as an ongoing procedure.

2.4 Invite specialists within the health professions to meet with the staff on a regular basis.

2.5 Utilize existing staff for curriculum review, which will involve upgrading of traditional patterns.

2.6 Involve current staff in human relations workshops, including students, parents, and community leaders to gain their support and orient them to program goals.

2.7 Develop ongoing articulation with Community College staff to foster mutual respect, recognition of program integrity and avoid duplication of effort.

2.8 Utilize current staff for new staff recruitment, on interview panels, orientation, and training.

Recruitment

3.1 Materials should be developed which create a strong identity to the health professions. These materials should be commercially prepared, be eye appealing and informative to the general public.

3.2 A major media campaign should be organized with the assistance of professional personnel.

3.3 Outside assistance may be requested from radio and TV staff on a volunteer or advisory basis. (Public broadcasting requires public service time.)

3.4 Materials should be developed and strategies for recruitment to attract the handicapped populations as well as to address the sex equity needs of the industry and the involvement of students.

Facilities

4.1 Equipment manufacturers should be involved in providing the latest information on technology as equipment is ordered.

4.2 Laboratories should be developed based on the levels of student training to be achieved.

4.3 Limitations on the number of students in advanced laboratory courses should be addressed.

4.4 Adequacy of equipment and supplies for the numbers of students, level of training,and needs of students should be addressed.

4.5 Surplus property within the health industry should be investigated.

Curriculum

5.1 A review of post-secondary training, particularly the Licensed Practical Nursing and Dental Assisting programs, with an eye toward secondary training in these areas or a combination of secondary and post-secondary.

5.2 A modular approach to diversified health occupations to highlight specific job skills; i.e., nursing assistant, medical records, geriatric aide, etc. Segments of training should be addressed to tasks within these occupations.

5.3 There appears to be a need to specialize within the Health Careers Center to attract students in high employment and high status positions. Avoidance of traditional stereotyped positions should be assured or this will detract from program offerings.

5.4 Although a full-time institutional program will provide a high level of training, consideration should be given to part-time, either after school, evenings, Saturday, thereby providing training options for modules of instruction allowing students to become employable.

5.5 The pullout, or shared concept, whereby students maintain some identity with a home school and still achieve a high level of skills development, might be considered as an option for students who either have not planned early enough for full-time enrollment or who have made a career choice after the 11th grade.

5.6 Provide a strong linkage between both the Community College and four-year training institutions which have health training and administrative career potential for students.

5.7 Provide articulation on the basis of curriculum, shared facilities, staff development, and a curriculum continuum.

Curriculum contd

5.8 Establish a 2 & 2 arrangement of secondary/post-secondary training in technical occupations such as professional registered nursing, laboratory technologist, physician's assistant, etc.

5.9 Consider offering options for speed reading, typing, shorthand, to assist students in the study and curricula experiences, although not for entry-level proficiency.

5.10 Develop innovative math and science strategies with sufficient concentration to augment the current or traditional curriculum offerings.

5.11 Within the core specialization areas, consider adjunct programs such as hospital supply, nursing home administration, emergency medical techniques, surgical techniques, etc.

5.12 Develop an employability skills/job attitude/adjustment course or module to provide students with the necessary skills to get and keep a job.

Advisory Committees

6.1 A broad-based advisory council including representatives of professional associations, employers, unions, and post-secondary personnel should be organized around the Health Careers Center theme.

6.2 Specific advisory commissions based on the identified occupational training cluster should be organized within the advisory council.

6.3 Employees within that job cluster should be considered for membership on these commissions; i.e., nurses aides, home health aides, medical records technicians, secretaries, etc.

6.4 Student involvement should be fostered as participants during advisory council meetings.

6.5 Consider expanding the function of advisory committees to include the following:

- curriculum review,
- instructional monitoring,
- proposal review,
- facilities recommendations,
- staff training, and
- development of clinical experiences.

SUMMARY

The initial program for the Health Careers Center provides a strong base upon which to develop a unique and innovative program for the City of Cleveland. Strong emphasis should be placed on the professional nature of this program and the high level of training to be provided. Assistance in achieving these goals will be for a strong student identification with the objectives for this program which may be accomplished through a media campaign, the development of brochures, emblems, insignias, stationery to highlight this area. The student outcomes should be realistic and relate strongly to the job potential and industry standards. To accomplish this point, it is important that students, teachers, and administrators all work toward the development of the attitudes and maturity of students reflective of the high goals of preparation. All students within the program should be exposed to health related clinical experiences--and the clinical nature should be stressed. These experiences may take place at a hospital, medical laboratory, nursing home, or other licensed and approved facility under professional supervision. Staffing within this Center should be related specifically to the occupational outcomes and should be based on the unique employment experiences for which training is designed. Notwithstanding the high demand for highly qualified professionals, this staff will provide the inspiration to students; and, if necessary, alternate licensing and certification procedures should be explored

It is strongly recommended that the name of this center be considered as "The Institute of Health Professions" or "Health Professions Academy" or new directions for "Medical Careers Center" but that the professional nature of training be stressed.

PROGRAM REVIEW

BUSINESS CAREERS CENTER

June 14-15-16, 1979

Program Review by
HOWARD FRIEDMAN
Consultant to The Cleveland Public Schools

Based on informal discussions, review of the minutes of staff meetings, observations, review of business and community surveys and interviews with administrative staff, an overview of the planning and initial implementation of the Data Processing/Business Careers Center was obtained.

A three-member team consisting of Mr. Richard Gore, Mr. Virgil Lowmiller, and Mrs. Camilla Lundy has been developing strategies for the planning of a magnet center as well as partial implementation of this Center. Implementation strategies include not only student recruitment but short- and long-range planning, facilities, reorganization and equipment purchases. The site will be the current Jane Addams Vocational High School, which is a modern facility, well located to transportation patterns and Cuyahoga Community College. The current student body of Jane Addams is heavily female and predominantly black.

Major objectives for the Data Processing/Business magnet include a desegregated and balanced male/female population in a diversity of programs including Hospitality and Fashion Merchandising. Planning has involved several advisory committees, student workshops, and teachers from throughout the Cleveland system. Occupational needs in each of these areas vary from moderate increases in employment potential to significant employment demand. A recent PRIDE review indicated a strong agreement by both students and parents as to the need for vocational education within the community at all grade levels and a diversity of occupational offerings. A strong recruitment campaign has been underway in all schools within the city and favorable response has been elicited, although the nonminority population has not elected, with few exceptions, to transfer to the magnet facility.

In discussions with the Jane Addams' principal, Miss Jean Scheutzow, the need for revised transportation patterns to allow students from various parts of the city to attend was highlighted. The recruitment pattern might be improved if this detriment to transfer were overcome. The principal was also concerned with the current students, the plan for phasing out of certain curriculum offerings, and the plans for the '79 - '80 school year.

RECOMMENDATIONS

Planning

1.1 The extensive plans for this magnet remain somewhat vague until a decision is reached on 10-11-12 programming or 11-12; and a need for clarification would be most helpful so that planning, recruitment, and implementation might proceed.

1.2 A survey of employers should include representatives of post-secondary, labor, and professional organizations as well as teachers currently involved in Business/Data Processing.

1.3 Specific employees and line supervisors in the occupational titles should also be included in this survey.

1.4 Investigate the transportation patterns between schools throughout the district and the magnet site.

1.5 Review training models in various other locales which have been developed and which might give insight into recruitment and staffing patterns.

1.6 Include a resource center for teachers, students, and administrators including periodicals dealing with technical practices within this field.

1.7 Involve more participation of advisory personnel in the planning and implementation processes.

1.8 Provide a closer articulation between program personnel and staff within the magnet including the Hospitality and Fashion services.

1.9 Develop a greater communication between Jane Addams' instructional staff, counselors, and administrators as decisions are made for magnet implementation.

1.10 There is a need to emphasize the interrelationships between Distribu-

Planning contd

tive Education, Hospitality Careers, and Data Processing through shared use of facilities, staff, and counseling.

1.11 There is a need for some staff time to be made available in the Distributive and Home Economics areas to provide for the proper planning and implementation of magnet courses. This time might be provided on an hourly basis using some staff within the city.

1.12 Consider the disincentives for chairpersons, counselors, and teachers who might suffer financial hardship and/or loss of their own positions if many students transfer to the magnet. Teachers' security and no financial loss should take place for promoting magnet enrollment.

1.13 In planning there is a need to serve other disciplines as to the computer uses within occupational areas. Staff time and facilities should be made available for this purpose.

1.14 Develop ties between the educational community and CETA, private, and community adult training efforts.

Staff Development

2.1 Maintain communication with system-wide Business/Data Processing teachers who may be phasing into the magnet.

2.2 Maintain staff development efforts for those teachers in the comprehensive high schools who will be shifting program emphasis to other Business instructional areas.

2.3 Form a steering committee to provide an ongoing communication network with all of the feeder schools.

2.4 Provide visitation procedures for staff to Cuyahoga Community College, four-year institutions, business, and industry as an ongoing procedure.

2.5 Invite specialists within the data processing, hospitality, and fashion merchandising industries to meet with the staff on a regular basis.

2.6 Utilize existing staff for regular review which will involve upgrading and enhancement of career skills.

2.7 Efforts should be made to recruit males/females and minority/nonminority personnel in occupations stereotyped within these areas; i.e., males - hospitality, females - data processing.

Recruitment

3.1 Materials should be developed which create a strong identity to the Business/Data Processing professions. These materials should be commercially prepared, be eye appealing, and informative to the general public.

3.2 A major media campaign should be organized with assistance of professional personnel.

3.3 Outside assistance may be requested from radio and TV staff on a volunteer or advisory basis. (Public broadcasting requires public service time.)

3.4 Materials should be developed and strategies for recruitment to address the handicapped populations as well as to address the sex equity needs of the industry and the involvement of students.

3.5 Review the current audio visual slide presentation which is heavily female oriented and does not address some of the occupational training to be offered within the magnet. All reference to "the girls" should be deleted.

3.6 There is a need to emphasize career ladder potential, particularly in careers stereotyped for females, minorities, and "low level" occupations.

3.7 The student survey of pullout students (May 29, June 1, 1979) provides insight into many of the problem areas, and this information should be used for programmatic and recruitment improvement.

3.8 There is a need to orient principals, counselors, and teachers at all levels to the magnet concept and programmatic offerings. To a certain extent, they may be unfamiliar with the job opportunities and training options in these areas.

Recruitment contd

3.9 Provide evening and weekend orientation sessions for students, parents and community leaders. Utilize home telephone follow-up for potential applicants.

Facilities

4.1 Equipment manufacturers should be involved in providing the latest information on technology as equipment is ordered.

4.2 Laboratories should be developed in consonance with student training methods.

4.3 Equipment should be placed in an attractive pattern considering the instructional needs and industry standards. This might include a carpeted and landscaped facility. (Landscaping is currently used for the placement of partitions and work flow.)

4.4. The adequacy of equipment and supplies, based on the numbers of students and level of training, should be addressed.

4.5 Because of the dramatic changes in technology, surplus properties should be investigated as a source of available training equipment.

Curriculum

5.1 A modular approach should be investigated if it applies to Data Processing curriculum. This might include data entry, computer operation, computer maintenance, etc.

5.2 Student surveys indicated a desire for part-time or pullout instruction in particular areas to augment Business subjects offered within their home schools. This option might be made available through an afternoon, evening, or Saturday schedule.

5.3 The pullout, or share concept, whereby students maintain some identity with the home school and still achieve their skills development, might be considered an option for students who have either not planned early enough for full-time enrollment or who have made a career choice after 11th grade.

5.4 It is necessary to provide a strong relationship with the Community College and four-year colleges to unify curriculum and provide a career ladder for the magnet school students.

5.5 Establish a 2 & 2 arrangement of secondary/post secondary training in technical areas including programming, systems, analysis, and management careers.

5.6 The Math, Reading laboratories should be viewed as extensions of Business English, Business Math subjects rather than as remediation.

5.7 Review extensions of Distributive Education into Hotel Management in conjunction with the Hospitality and Business programs within the magnet.

5.8 Consider Business/Data Processing functions of the Hospitality area, such as inventory, menu preparation, scheduling, maintenance, etc.

Curriculum contd

5.9 Provide curriculum for marketing and distribution within the Business/ Data Processing function.

5.10 Provide seminar sessions for seniors in technologic developments within the field.

5.11 Consider short course segments, 3 to 10 weeks, for alternative training potentials as additional options for students.

Advisory Committees

6.1 A broad-based advisory council including representatives of professional associations, employers, unions, and post-secondary personnel should be organized around the Business/Data Processing magnet.

6.2 Specific advisory commissions based on the identified occupational training cluster should be organized within the advisory council.

6.3 Employees within that job cluster should be considered for membership on these commissions; i.e., data entry clerk, computer operator, etc.

6.4 Student involvement should be fostered as participants during advisory council meetings.

6.5 Consider expanding the function of advisory committees to include the following:

- curriculum review,
- instructional monitoring,
- proposal review,
- facilities recommendations,
- staff training, and
- development of internships.

6.6 Provide recognition ceremonies and presentations to persons giving outstanding services to the schools. Also involve the business community in providing incentives for students, teachers, and parents.

SUMMARY

The current planning efforts within the Data Processing/Business magnet show a strong commitment for an innovative and unique program which will cross into disciplinary lines and provide a high level of skills development. Communication between schools as well as teachers from various parts of the city have been brought together to upgrade career skills and to orient staff to new training options. It is important to involve the current faculty in any efforts to phase new curriculum offerings into the facility as well as to phase out or transfer course offerings to other facilities.

It is important to revise the image of Jane Addams to truly reflect the magnet emphasis. This should begin with a name change which might be "The Center for Business" or ". . .for Data Processing Professions," ". . .for Business Management," or "The Institute for Informational Services." Strong emphasis should be placed on the professional training and the career ladder that exists for business professionals within the Greater Cleveland area. Strong identification with this program may be accomplished through a media campaign--the development of brochures, insignias, a newsletter--which will orient the public to this program. The student outcomes should be realistic and relate strongly to the job potential and industry standards. It is important that students, teachers, and administrators all work toward the development of the attitudes and maturity of the students reflective of the high goals of this program. Industrial visitation should take place in each program area and as part of the ongoing program. Speakers may also be brought into the classroom to share the current technology of each area. Staff within the Center should continue upgrading their skills through industry resources and professional training.

DR. HOWARD FRIEDMAN
351 MIDWOOD ROAD
WOODMERE, NEW YORK 11598

SUMMARY CONCLUSIONS

HEALTH CAREERS CENTER-

The program review indicated that planning for the implementation of the Health Careers Magnet appears to be progressing in a timely fashion, despite program revisions and construction delays. The initial architectural plans provided for a well designed comprehensive facility to achieve a diversified and innovative program which would in fact attract students to receive this professional level training. As the physical plans were revised, the efficacy of the plan remained the paramount concern of the program staff and has maintained its initial integrity.

Many of the recommendations contained in the review are intended to augment the initial strong beginning made by the high quality and dedication of assigned staff. Considering the 14 month lead time until instruction in the new facility begins, preparation of the plan is well underway. Adoption of the recommendations should enhance the planning effort and strengthen an already quality proposal.

DATA PROCESSING/BUSINESS MAGNET

The current status of planning and partial implementation for this Magnet indicates a most effective program design.

The current level of implementation and the projected plans for this Magnet indicates a high quality program unfolding. The preparation of materials and agendas for staff development and orientation were extremely well done. The stimulating instruction on a "pull-out" basis, contributed to the students' skill development and motivated them to request further study.

The efficacy of the facilities would be enhanced by considering an attractive atmosphere, simulating the modern business office.

High interest in attending this Magnet has been achieved by the dynamic staff and promises to be sustained as the program develops. The initial phases indicate a quality program, instructionally effective, which will provide students well prepared for the careers of tomorrow.

It is the professional judgment of this evaluator that the planning efforts were of an extremely high quality and the capacity of the programs to achieve the instructional goals appear excellent (in the Business Center as attested to by both students and teachers).

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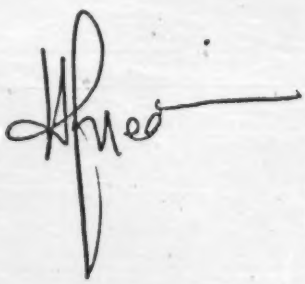
DATA PROCESSING/BUSINESS MAGNET and HEALTH CAREERS CENTER

The preparation of planning materials, organization of curriculum, development of advisory panels were more than satisfactory to meet initial objectives. Consideration should be given to improving the quality of promotional materials specifically addressed to students, parents, community organizations, Business/ Industry among others.

The efforts to desegregate the secondary schools of the City of Cleveland will no doubt be greatly enhanced by the implementation of the two Magnet Centers. The students will also benefit by the quality of the programs to be instituted.

I heartily endorse the current proposals as being prepared with deep insight into the student needs, the labor market demands and the problems inherent in a racially isolated atmosphere.



PLAN FOR MAGNET SCHOOL RECRUITMENT

The order of the Federal District Court of May 15, 1979 stipulates that the Cleveland School District must publicize the Magnet School Program and receive applications well in advance of the school term but not less than 45 days before the term begins.

Dissemination of information about the proposed magnet schools has been on-going prior to this time. Beginning about April 15, 1979, the information program has been a collaborative effort of the Desegregation Communications Team (DCT) and the planners and recruiters for the proposed Magnet Schools. Major features of the information program have included meetings with a variety of audiences, school visitations, brochures and media announcements. The Community Communication Coordinators and the Community Network, organized by the DCT, have been involved in disseminating the general features and rationale of the schools proposed.

This information program about the proposed schools will continue as stipulated by the May 15, 1979 Court Order and any future Court Orders. During the period from April 15 through June 30, 1979, major activities included:

Meetings

- Regularly scheduled staff meetings have been utilized for principals to orient them and to disseminate information about the proposed Magnet Schools.

- Assistant principals and school clerks have also been convened in special sessions related to the Magnet proposals.

- A series of Community Information meetings beginning April 24, 1979 and continuing into May, 1979 have been held in Collinwood High School, Karamu House, Harvard Community Center, Brooklyn Branch Y, John Marshall High School, Friendly Inn Center and Merrick House.

- Student and Parent meetings related to the Data Processing Component of the Jane Addams Business Careers Center have been scheduled.

- Representatives of the city-wide Student Council from all junior and senior high schools have been briefed about the proposed offerings.

School Visitations

- Series of visitations have been provided for interested students and their parents at the Data Processing Center since February, 1979.

Brochures

- A brochure for each proposed magnet program has been developed and distributed to all schools where potential participants attend. Spanish translations have also been provided.

Media Announcements

- Local newspapers, TV stations and radio stations have received the brochures and communications about the proposed programs.

Community Network

- Regular sessions have been ongoing with the Community Network to discuss the proposed Magnet Schools. The Network consists of 80 representatives of major community agencies and groups.

Communication Coordinators

- Community Communication Coordinators--(15 have been assigned thus far) have been briefed about the proposals.

Given approval of the Magnet Schools by the Court, it is intended that media announcements would be continued in the period immediately preceding July 21 which is the 45-day limit established in the May 15, 1979 Court Order. Communication to the community also would be intensified during this period. Visitations would be available at each of the Magnet School Sites. The Principal-Planners, Assistant Planners and Recruiter-Counselors for each Magnet School would be available at the sites to answer questions for parents and students. By July 26, it is anticipated that the list of students selected would be submitted to the Court. Between July 21 and July 26, random selection of applicants would be made for available seats at each school according to the Court approved ratios. Selection of students would be made from the pool of applicants already accumulated and from additional numbers received as a result of more recent recruitment efforts.